

PPE League Competition 2023

This document goes over the events in chronological order for the spring 2023 PPE League competition. This year's contest will be held in Ottawa, Kansas with two separate regional competitions and a final policy case to decide the national champion between the two regions. Below is the description of each event that students will compete in, and how that event will be scored.

Schedule

April 5th, 2023—Ottawa University

11:30 AM—Arrival/Welcome

11:15 AM – 12:15 PM—Lunch, and Commercials

12:20 – 1:20 PM— Catan

1:25 PM-2:25 PM — Game Theory Competition

2:30 PM-3:30 PM—Policy Case Competition (Team 1 begins prep at 2:30, Team 2 begins prep at 2:45, Team 3 begins prep at 3:00, Team 4 at 3:15, Team 5 at 3:30) Each team has 15 minutes of prep time, and they present immediately at the end.

3:45 – 4:35 PM – Tiebreaker Mini-event (Every team should expect an extra 5-minute event to decide the final PPE competition winner, in case of a tie)

—Judge deliberation and announcement of case competition winner, videogame competition winner, game theory winner, and the final scores

Preparation and Practice

Readings and other material

Each team member should read the materials for the event and watch any videos that were included. Teams should hold discussion groups or find other ways to assure there is an understanding of the material prior to competition. Understanding the material will be especially important for the Policy Case Competition and Commercial.

Survey

The survey is the start of each of the team's journeys in the PPE League competition. Each team will be given the same 5 questions to ask other peers and students around their campus. Each survey should be recorded and documented. The survey will help gauge the knowledge that your university has on the topic. It will also be a helpful tool in which direction to take your commercial. With this year's topic being rule of law or rule of man, we have created the list of questions to be used for the survey.

Questions:

1) Do you know what the statement "Rule of Law" means?

Rate the following statements from 1-5 (5 meaning strongly agree).

2) The law should be simple rather than complicated.

3) The law should remedy inequalities for specific groups.

4) Laws should apply to everyone equally rather than privileging certain individuals or groups.

Students may ask any other questions they'd like *in addition* to the prior four.

Commercial Creation

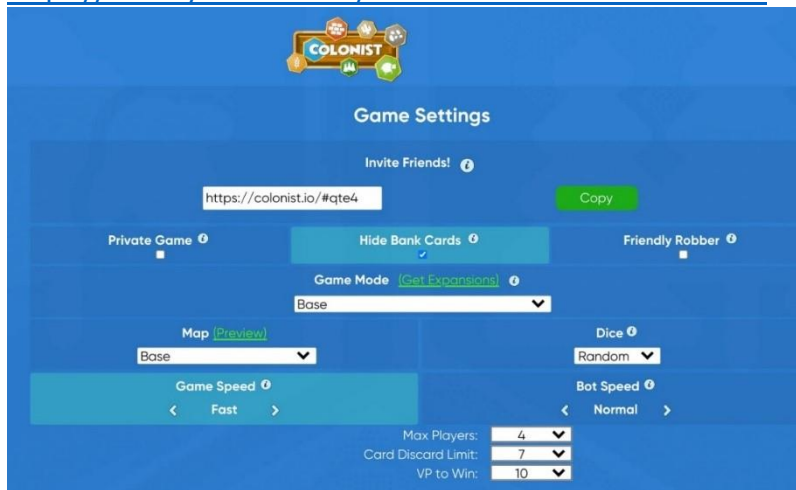
The commercial is the first event in PPE League that is judged and scored for each team. This event is for the students to show their creativity and ability to educate the audience. The goal of this commercial is to teach your community and school about differences between rule of law and rule of man, and

students may vote for one or the other if students wish. The survey helps students grasp the ideas that students are unaware of and can point them in the right direction towards a creative idea for a commercial. This commercial should have all the students involved and the video length should be 2-5 minutes. The video can go in any direction but should be able to help someone understand rule of law and rule of man more than they previously had.

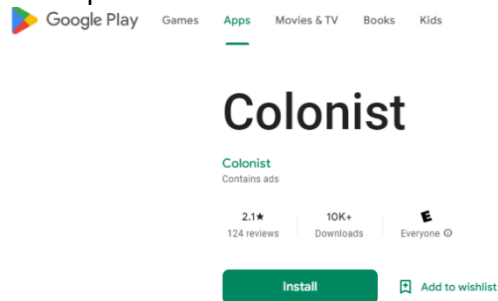
Play Colonist.IO (Online version of Catan)

The game competition this year will be Colonist.io. Colonist.io is a brilliant and challenging web-based board game that positions itself as an alternative to the highly popular Settlers of Catan board game. You must build a civilization and expand your territory. Building settlements increases your production and victory points, but it makes you a target for other players. Extremely simple rules with tremendously deep gameplay. Combine strategy, planning, and cunning negotiations to win. Below is a link to a video on how to play Colonist.io:

<https://www.youtube.com/watch?v=XUcO2wYcIEY&t=54s>



Colonist has recently created an app for its game, allowing for students to practice wherever they may be! The app can be found on the Apple app store or on the Google Play store for free. We hope this will allow for students to learn on their own.



Events for Game Day

1. Commercial Viewing and Judging

The commercial will be judged and played in front of everyone the day of the competition. Each team should email a link or file to the host the day before the competition so that the host can prepare for viewing. Professor judges will use the following rubric to score

each commercial. First place gets 4 points, second place gets 3 points, third place gets 2 points, and fourth place gets 1 point for their team.

**Video Recording
PRESENTATION RUBRIC**

Name(s)

	Exceptional	Excellent	Good	Satisfactory	Unacceptable	Comments
Creativity and Entertainment Value, and Organization	38-40	36-37	32-35	28-31	0-27	
<input type="checkbox"/> Creative and Innovative Application of topic (13) <input type="checkbox"/> Strong introduction and closing (10) <input type="checkbox"/> Timing that shows outstanding evidence of preparation. (5) <input type="checkbox"/> Uses appropriate application of aids, etc. (5) <input type="checkbox"/> Represents a significant amount of time and effort (7)						
Content	38-40	36-37	32-35	28-31	0-27	
<input type="checkbox"/> Covers applicable topic areas and the major ideas that surround them (20) <input type="checkbox"/> Quality of Content Coverage (20)						
Communication	20	18-19	16-17	11-15	0-10	
<input type="checkbox"/> Speaks clearly (5) <input type="checkbox"/> Uses excellent grammar and appropriate word choices. (5) <input type="checkbox"/> Shows strong evidence of practice (5) <input type="checkbox"/> Uses proper body language and eye contact (5)						
Total Range	96-100	90-95	80-87	67-77	0-64	
<input type="checkbox"/>						

TOTAL: _____

2. Game Competition

The game will have 2-3 players from each team representing your school. The average time that the game lasts can vary with the rules in place, but below are the rule settings that we will be playing on. We will hide the bank cards, play the base map, and have the game speed be fast. The dice are set to random and 10 victory points to win. First place gets 4 points, Second place gets 3 points, Third place gets 2 points.

3. Game Theory

There is no preparation necessary for this part of the competition and the specific game will be kept secret from the players until the start of the event. The players will be able to play with no former knowledge of game theory.

****Note:** Two sets of teams will compete against each other. Depending on your team, you will either be starting with the video game competition or game theory competition immediately after presenting commercials of all teams.

4. Policy Case Presentation

The policy case competition encourages students to think critically, analytically, and creatively to present policy solutions to real issues. The prompt will be inspired by our original topic: "Rule of law or Rule of man?". Students are expected to have read and captured the information from the distributed reader, which is permitted for use during preparation times.

The Policy Case Competition will allow each team 15 minutes of prep time on their own in a secluded room. They will present immediately at the end of the 15 min and give a presentation being no longer than 10 minutes in front of our judges.

Teams will have prepared ahead of time on the general theme, and a more specific question will be given to the students at the beginning of their preparation time. Students may bring the assigned readings for reference.

After the presentation, the judges will have an opportunity to ask some questions.

Schedule: We will have two brackets of teams competing, in a round robin style game. For each bracket, Team 1 begins prep at 2:30, Team 2 begins prep at 2:45, Team 3 begins prep at 3:00. Once a winner from each bracket is decided, we will start a final policy case at 3:35 (Team 1 begins prep at 3:35, team 2 begins prep at 3:50)

This event is weighted more than the others for scoring. It is worth triple the points. First place gets 12 points, Second place gets 9 points, Third place gets 6 points.

The rubric that the judges will be grading you on is below on the last page.

Policy Case Presentation Rubric

	4	3	2	1
Clarity	The position of the presenters is clear with reference to the prompt. The presenters effectively state how their own position defends classical liberal views, and they identify the position they are most clearly arguing against. There is a clear “thesis” to the case.	The position of the presenters is clear, but the position they argue against is not clearly understood or expounded upon. The presentation has a clear thesis, but it may not have been stated clearly.	Presenters make intelligible arguments in defense of classical liberalism with respect to the prompt, but their specific position and thesis are not clear.	Presenters do not have enough knowledge about the prompt to make relevant arguments.
Philosophy	Presenter successfully use philosophical arguments to focus on the “ought” of a particular policy consideration. These arguments provide a successful defense of classical liberalism. They identify alternative value systems and critique them appropriately.	Presenter successfully use philosophical arguments to focus on the “ought” of a particular policy consideration. These arguments provide a successful defense of classical liberalism. They identify alternative value but do not critique them well.	Presenters attempt to use philosophical arguments to make the case for classical liberalism, but their arguments do not stand up well to potential critiques.	Presenters do not make a philosophical argument for why a particular policy should or shouldn’t be implemented. The question of “ought” is ignored.
Economics	Presenters properly identify how the means of their proposal align with their ends and are compatible with enabling free markets and competition. They highlight how alternative proposals’ means are incompatible with the ends they seek to achieve due to unintended consequences.	Presenters properly identify how the means of their proposal align with their ends and are compatible with enabling free markets and competition.	Presenters identify their means and ends but cannot provide a convincing justification their means will align with their ends. The defense of markets is weak compared to potential criticism.	Presenters cannot properly identify the mean or the ends of their suggestion. They provide little or no economic argument for or against the policy.
Politics	The presenter provides a convincing argument how their policy proposal/rejection will advance economic and personal liberty. The presenters identify the political feasibility in the near term and in the long run of their argument given special interest considerations. If the proposal/rejection is not feasible, they explain why and make arguments against alternatives.	The presenter provides a convincing argument how their policy proposal/rejection will advance economic and personal liberty. The presenters identify the political feasibility in the near term and in the long run of their argument given special interest considerations. If the proposal/rejection is not feasible, they explain why. Presenters do not make a convincing case against alternatives.	Presenters provide some understanding of how political interests effect their policy proposal/rejection, but do not show a strong understanding overall.	Presenters do not understand the role of political incentives with reference to the policy case prompt. Their proposal is likely to have the opposite effect they intend and lower economic/personal liberty.
Presentation	Great Criteria to be determined.	Good Criteria to be determined.	Average Criteria to be determined.	Poor Criteria to be determined.

